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Boyeson (pp. 28 and 29) for *Boyesen*; Hoetzel (p. 19) for *Hoetzel*; Nevison (p. 29) for *Nevinson*; Reclames (p. 35) for *Reclams*; Beilschowski (p. 29) for *Bielschowsky*; *Vel(l)hagen und Klassing* (pp. 18 and 20) for *Velhagen und Klasing*.

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C. H. HANDSCHIN.

Studies in German Words and their Uses by F. E. Hastings.

D. C. Heath and Co., 1911. iv + 259 pp. \$1.00.

There has long been need of a book, giving the modern use of every-day words and phrases in German. The book mentioned above aims to fill this need.

The index refers to over 1700 German and English words and phrases, all of which are carefully explained and illustrated by examples. The words are, on the whole, well selected. They are arranged for the most part alphabetically by stems, derivatives being given out of the alphabetic order directly under the stems. This seems, taking it all in all, the most satisfactory arrangement, though it requires a great many cross-references to synonyms and words of similar meaning.

It is a rather idle task to quarrel with the author about her omissions, though greater attention to synonymy would no doubt have been welcomed by users of the book. One looks in vain for such fundamental distinctions as those between *Aufgabe* and *Stunde*, *dennoch* and *jedoch*, *aufhören* and *stehen bleiben*, *erinnern*, *behalten* and *sich merken*, etc. One would like to see *er hat ihm nicht gefolgt* by the side of *er ist ihm nicht gefolgt* (p. 17); under *bitten* attention might have been called to the fact that the English often uses *pray*, where *beten* is inadmissible (p. 27); under *erfahren* the student should have been warned against using *lernen* (p. 49); a note should have told that *Umgebung* and *Umgegend* occur in the singular only (p. 71 and 73); *er will ein Lehrer sein* should have been contrasted with *er will Lehrer werden* (p. 129); attention should have been called to *Schicksal* being subjective or objective fate, *Geschick* practically always the latter (p. 160); one does say *die Bewohner einer Stadt*, but *die Stadt hat 10000 Einwohner* (p. 224). But, of course, the collection is by no means intended to be exhaustive, and even a book of five times the size of the present would not have covered every case. This does not mean that a larger book would not serve our purpose better. There is undoubtedly still room for a work of the dimensions of Krüger's monumental tome *Wortgebrauch und Synonymik der Englischen Sprache*¹ which satisfies so admirably the needs of the German student in his study of English. Still, the author and the publishers deserve considerable credit for having given a practical basis for a hitherto much neglected branch of modern language study.

The book is unusually free from positive errors, only two misprints having been noted: *Baiern* for *Bayern* (p. 135) and *auf Deutsch* for *auf deutsch* (p. 40). There are, however, a number of un-German, unidiomatic or at least stilted and wooden locutions, which a German of to-day would express in a different way. Such are, for example:

¹Dresden und Leipzig 1910.²

Das ist nur Ihre Einbildung for *das bilden Sie sich nur ein* or *das existiert nur in Ihrer Einbildung* (p. 25); *dass er im Kampf gewonnen hat* for *dass er den Sieg davongetragen hat* (p. 32); *er hat einen schrecklichen Unfall erlitten* for *gehabt* (p. 55). *Das Essen ist fertig* cannot also mean *the meal is over*, i. e. *we have finished eating it* (p. 61). *Ich mag gehen* is hardly possible in the sense of *I like to walk*, though the negative use is very common (p. 124). Whether *er hat das Kind aufgenommen* could also mean *he took up the child from the floor* is highly improbable (p. 136). *Ich bin umgezogen* hypothetically may mean *I have another dress on*, but most Germans would understand by it only *I moved* (p. 234).

Sometimes two expressions are ordinarily not as interchangeable as the author seems to imply. Such are: *schliesslich* and *endlich*; the latter often suggesting *impatience, long waiting*; e. g. *endlich bist du da!* (p. 161). In *er sprach mich an* and *er redete mich an*, *ansprechen* usually has the force of *accost* or *appeal to* (p. 185).

Occasionally phrases are not happily translated: *bejammern* is to *lament over* rather than to *pity* (p. 18); *manche junge Männer* is not *many young men* but a *considerable number of* i. e. *manche* stands between *einige* and *viele* (p. 25); *mir ist hier so wohl* is not so much *I am so well here*, but rather *I feel so happy here* (p. 223).

Other phrases are misleading: if *wir sind Mitschüler* is to mean *we are fellow students (of each other)*, the noun is wrong and ought to be *Schulkameraden*; one may say *wir sind Mitschüler von ihm* (p. 20). *Gedenke mein* is used for *remember me* only in a literary or special sense (p. 33).

These strictures, however, are after all of minor importance and the book is heartily recommended to those teachers of German who never have had that prolonged residence abroad, which alone can give an adequate feeling for the niceties of the German language. It will also be found useful in advanced College classes in German Composition and a careful study of the book from cover to cover will undoubtedly clarify the notions of many students as to the exact value of a large number of words. A profitable exercise will be found in the writing of original German sentences, preferably as a class-exercise, in which these words must be used. As a reference-book in connection with the regular colloquial and composition work as is suggested in the Preface, it seems too limited in scope. Teachers and students will soon tire of turning to it and of not finding in many instances the desired information.

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French Reader, by Koren and Chapman. Holt & Co., 1916.

IV + 285 pp. 70c.

This book is interesting as an example of individual method and choice, to teachers of like mind with the editors it may be extremely useful. And all minds will find some portions and selections to their taste, as the variety is strikingly great. The extracts are grouped under six headings: history, fables and legends, memoirs, articles taken from daily papers and dealing with the early days of the war, short stories, and poems. The first selections